

degree holders in this motion, but I should like to ask how many people with the General Training Certificate have been accepted for the Library School's full course. I think it is only fair to insist that those people who are keen and able enough to pass the General Training Course, and who satisfy the entrance committee of the School, should be encouraged to go on and get the Certificate of the School.

The Library School is not providing trained staff for the public libraries. If we analyse the figure given in NEW ZEALAND LIBRARIES, we see that 32 graduates of the Library School have been absorbed by the National Library Service, 7 have gone into other Government Department libraries, and 3 have gone into university libraries. The public library system in this country, the system which deals directly with the public, and about which so much was heard at Conference, has received 8 graduates from the Library School, but 5 of these were already in public library work.

I think that all those who have done the course will agree that it needs periodic revision, and there is little evidence of this so far. The Library School course would also not seem entirely in tune with the library system of this country. At least this is the opinion of Library School graduates to whom I've spoken. Both courses should be periodically revised in the light of changing New Zealand conditions, and should be related to each other.

We are advocating that there should be one organization administering library training in New Zealand, and that the rights of non-graduate members of the library profession be recognized.

GENERAL TRAINING COURSE AND LIBRARY SCHOOL

Betty Krebs

I WISH TO DISCUSS the General Training Course, and compare it with the Library School.

I should like to quote some figures concerning the Course. Since it started, 239 students have been enrolled. Of these, 121 have passed Part 1; in addition, there have been six provisional passes for Part 1, making a total of 127 passes. Sixty-two have passed Part 2, Paper A (The Book) and 53 have passed Part 2, Paper B (Cataloguing and classification). Forty-six General Certificates have so far been awarded. There have been only ten failures on the Course. This year there are 32 students taking Part 1, and 28 taking Part 2. These figures have been supplied by the Secretary of the Association.

They show, I think, the keenness with which assistants have welcomed the Course. That 46 have succeeded in the face of many obstacles (the Course is almost an endurance test) is remarkable. There are many reasons for its arduous nature—shortage of suitable textbooks, little relation between the Course notes and practice in individual libraries. Sometimes the Course gives categorical instructions for specific branches of New Zealand library administration, and the student often finds that the tutor for that part has very different ideas of what should be done from those of Miss Carnell. This is, of course, all very confusing for the beginner. The Course generally gets away to a late start in the year, and many students have mentioned to me that they have sent forward several papers before receiving one marked paper back. This means that they are well on with Part 1 before they have an indication of the standard required. It is a high standard, and the shock of at last receiving back those first papers heavily marked with red ink has sometimes been too much for the assistant. Some of the older members of the profession have wondered, too, why first-year Library School graduates, with no library experience, have been used as tutors.

I said before that the standard required for the Course was a high one. The Course is not at present related to that of the School, except perhaps in cataloguing and classification, the standard of which is at least up to that required by the School. The requirements for Part 2 (The Book) are even higher than those of the School. Students sometimes complain of the impersonality of the Course. It lacks integration and the tutor's personal interest in his student. These faults could be obviated by the Library School under-

taking its administration.

There are many reasons why large numbers of assistants do not complete the Course. Many have given it up because the time factor wore them down, or they had similar objections to those which I have already mentioned. Many left library work, some to get married. This can also happen to Library School graduates! Others have gone to better paid jobs. The Library School was created to help relieve the shortage of trained librarians in this country, and although it has relieved the shortage of trained librarians in the Government service, it has provided little staff for the public libraries.

The School has so far had little effect in improving the status or the salaries of librarians. Admittedly, salaries have improved, but in all cases I think they remain in the same proportion to other professions as they did before the Library School was started. Salaries comparable to those in the Government service have been offering, but local authorities have been handicapped by cost-of-living bonuses and Stabilization authorities in competing for staff with the General Government. Library School graduates have preferred Government service, with a high salary and straight hours, to work in public libraries at a lower salary and with the added inconvenience of awkward shifts and weekend work. Local authorities have, then, to recruit their staffs young and facilitate their training in every way possible, and if this motion is acted on, it should help them to do that.

CATALOGUING MICROFILM

I. K. MacGregor

THE FORM IN WHICH MICROFILM presents itself is an unfamiliar one to most cataloguers, and it is this unfamiliarity which has been responsible for a good deal of controversy about the method of cataloguing it. Concentration on its physical aspect seems to have relegated the